

# **The Kentucky Council on Postsecondary Education's 2002 Status Report on Postsecondary Education Reform To the Governor and the General Assembly**

Reform is working. Here are the results so far:

- Enrollment in Kentucky's public colleges and universities is up by over 31,500 since 1998.
- For the first time, over 205,000 students are enrolled in public and independent postsecondary education in Kentucky.
- Enrollment in the Kentucky Virtual University has increased from 228 students and nine programs in fall 1999 to over 9,700 students and 34 programs in fall 2002.
- The Kentucky Virtual Library is providing access to citizens statewide, at an average rate of 800,000 searches per month (that's almost 1,100 searches per hour, every day of the week).
- If licensed by each public university, the electronic databases KYVL licenses for \$2 million would cost Kentucky an estimated \$12 million.
- Adult education enrollments have increased from 51,177 in Fiscal Year 2000 to 86,413 in Fiscal Year 2002. That's a 69% increase in just two years.
- Of Kentucky's 120 counties, 71 have qualified for performance bonuses based upon adult education enrollments and student achievement.
- The number of Kentuckians earning a GED increased from 13,211 in 2000 to 20,689 in 2001. This 57% increase was the sixth largest increase in the U.S. During that same time, Kentucky ranked 10<sup>th</sup> in the percentage of non-high school completers earning a GED.
- Using "Bucks for Brains," Kentucky's public universities have increased the number of endowed chairs from 55 to 166, and the number of endowed professorships from 53 to 228.
- Externally-funded research done by the University of Kentucky and the University of Louisville has increased from \$122 million to \$173 million since 1997, an increase of \$51 million, or 41 percent.
- Since 2000, the public universities have designated 174 academic programs for closure and changed 246 others. In that same time, they have started 61 programs.

# EVALUATING POSTSECONDARY REFORM IN KENTUCKY

## The National Center for Higher Education Management Systems

The Prichard Committee for Academic Excellence recently asked the National Center for Higher Education Management Systems (NCHEMS) to do a study of the first five years of postsecondary reform. NCHEMS found that

*Kentucky's postsecondary reform initiative is widely recognized as one of the most far-reaching, significant state-level higher education reforms of the past quarter century in the United States...Kentucky's progress [since 1997] has been nothing short of remarkable. To a striking degree, the reforms have addressed most of the issues identified just five years earlier and established the foundation for step-by-step progress over the next decade and beyond...The question in Kentucky, as in many other states, is whether the reforms can be sustained in bad as well as good economic times and over changes in leadership.*

The presidents of Kentucky's public institutions and the Council's interim president submitted the NCHEMS report to the members of the General Assembly November 18.

## Measuring Up 2002

In October 2002, the National Center for Public Policy and Higher Education released Measuring Up 2002 – a state-by-state report card on higher education. The goal of the report card is to help national and state leaders assess and address the challenges facing postsecondary education in the 21<sup>st</sup> century. Kentucky was one of only two states that improved since 2000 in all five categories measured by the report card -- preparation, participation, affordability, completion, and benefits. The other state was Utah.

“Grades” for each category are assigned based on performance compared to other states in 2002 across a wide range of nationally recognized indicators. Kentucky's grades went up in three of the five categories – participation, completion, and benefits. This indicates that while Kentucky's performance improved in all five categories, Kentucky's standing among the states in affordability and preparation did not improve.

Kentucky's grades are:

	<u>2000</u>	<u>2002</u>
Preparation	C	C-
Participation	D	C-
Affordability	B	C
Completion	C-	C
Benefits	D	C-

In preparation, Kentucky was one of only seven states to improve in five measures highlighted in the report:

- young adults earning a high school diploma or GED by age 24
- 8<sup>th</sup> graders' proficiency in math
- low-income 8<sup>th</sup> graders' proficiency in math
- high school students taking and scoring well on college entrance exams
- high school students taking and scoring well on Advanced Placement tests.

Despite this improvement, Kentucky's grade for preparation went down slightly.

In participation, Kentucky is one of only seven states that improved its performance on all measures of enrolling young and working-age adults in college-level education and training. Kentucky's strongest gain was in the percentage of 25-49 year olds enrolled in postsecondary education, at least part-time.

Kentucky's grade for affordability went down slightly. Kentucky's tuition rates remain affordable for a large segment of the population. However, the most dramatic gap between Kentucky's performance and that of other states is the amount of need-based financial aid available.

The National Center is developing a sixth category for student learning. This category will measure the "education capital" of knowledge and skills each state's population possesses. Kentucky was chosen as the prototype for this category. According to former North Carolina Governor James B. Hunt, the chair of the National Center, "As has so often been the case in recent years, the State of Kentucky and Governor Paul Patton were willing and able to offer national leadership in a key area of higher education reform."

The full report, including state-by-state comparisons, can be found at <http://www.highereducation.org>

## **Key Indicators of Progress**

The Council on Postsecondary Education uses five questions to measure the success of postsecondary reform:

1. Are more Kentuckians ready for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

In March 2001, the Council approved a set of key indicators to help answer these questions. Currently there are 42 indicators, divided among the five questions. The indicators were

developed in consultation with college and university representatives, state government officials, business and civic leaders, and state and national education experts to provide specific, measurable objectives for postsecondary reform.

In March 2002, the Council staff began issuing progress reports to the Council on indicators for which updated information is available. These reports feature a “traffic light” evaluation system designed for the Key Indicators Website: <http://www.cpe.state.ky.us/KeyInd/index.asp>.

Where data indicate that the system or an individual institution is making good progress – are on track to meet or have met goals – a green light is assigned. In cases where some progress is being made, but the system or the individual institution will not meet the goals without further improvement, a yellow light is assigned. A red light indicates the system or an institution has made no progress.

To date, the Council has assessed progress on 21 of the 42 system wide indicators. The results are overwhelmingly positive. There are 14 green lights, five yellow lights, and two red lights. The institutions are also making strong progress on indicators of their individual performance.

## **National Recognition**

Kentucky’s postsecondary education reform efforts are receiving national recognition. Kentucky was one of only three states featured in the Association of Governing Boards report on “Pursuing the Public Agenda”. Kentucky is one of only a few states selected by the Lumina Foundation and the American Association For Higher Education to host a roundtable on the quality of the postsecondary educational experience. Kentucky also is a participant in the University of Michigan’s Improving Distance Education for Adult Learners project.

This year, Council staff have served on the U.S. Department of Education’s Adult Education Advisory Panel, the Executive Committee for the National Adult Education Professional Development Consortium and it’s Distance Learning Consortium, and the National Center for Public Policy and Higher Education’s National Report Card Review Group.

Members of the staff have served as consultants to U.S.D.E in preparation for the Workforce Investment Act reauthorization. They also have been invited to speak to various national and regional audiences, including the ACT WorkKeys Conference, the National Conference of State Legislators Annual Education Finance Conference, and the Southern Regional Education Board’s Regional Forum on Student Financial Aid.

## **FUNDING FOR PUBLIC POSTSECONDARY EDUCATION**

### **Postsecondary System Budget, 2002-04 Biennium**

On November 5, 2001, the Council approved its budget recommendations for Kentucky's public colleges and universities for the 2002-04 biennium. However, at this writing, the Kentucky General Assembly has not approved a state budget for the biennium. The Commonwealth is currently operating under an Executive Spending Plan, implemented by an Executive Order from Governor Patton.

The Executive Spending Plan included no growth in the appropriation to the public colleges and universities compared with Fiscal Year 2001-02. Because the state constitution provides that only the General Assembly can issue debt, the Executive Spending Plan does not include authority for agency bonds or the Endowment Match Program ("Bucks for Brains").

The Council's November 5, 2001, budget recommendations were developed after extensive discussions with the leadership of each of Kentucky's colleges and universities. They were based on "points of consensus" agreed to by the public college and university presidents, reviewed by the Strategic Committee on Postsecondary Education (SCOPE), and endorsed by the Council.

The Council created a focused but ambitious operating budget recommendation built around five priorities that are essential to the continued success of reform:

- Pay for the actual increases in student enrollment and retention. Since 1998, over 31,500 more students enrolled in Kentucky's public colleges and universities. Tuition covers approximately one-third of the cost of educating each student.
- Support an "Enrollment Growth and Retention" Trust Fund to provide incentives to the public colleges and universities to continue expanding their enrollments.
- Support a third round of "Bucks for Brains" with \$100 million for the University of Louisville and the University of Kentucky, and \$20 million for the comprehensive universities.
- Provide recurring funds to support two equal educational opportunity programs – the Southern Regional Education Board's Faculty Diversity Program and the Governor's Minority Student College Preparation Program.
- Provide additional support for need-based financial aid. The Council requested an increase of \$14 million in these programs.

Also, the Council recommended a very limited capital budget containing the following state-supported items:

- \$30 million in state bonds to be matched by the institutions for capital renewal and maintenance projects.
- Approximately \$5.9 million in state bonds or cash to complete the renovation of Hathaway Hall at Kentucky State University. This project will fulfill the state's commitment to the U.S.

Department of Education's Office for Civil Rights. Hathaway Hall is the largest office/classroom building at KSU.

In addition, the Council recommended \$100 million of agency bond authority to complete student housing fire safety projects and other critical projects on the campuses. Other projects were endorsed by the Council to be completed if funds are available. Endorsed projects included construction of new research space at the University of Kentucky and the University of Louisville, four new construction projects in the Kentucky Community and Technical College System, and major renovations at five comprehensive institutions and KCTCS.

### **The Endowment Match Program**

The "Bucks for Brains" Endowment Match Program matches public dollars and private donations to encourage research at the University of Kentucky and the University of Louisville and to strengthen key programs at the comprehensive universities.

The total amount appropriated since 1998 is \$230 million (\$200 million to the two research universities and \$30 million to the comprehensives). This means that the state will match, dollar for dollar, \$230 million raised by the universities. Thus, \$460 million will be added to their endowments by the end of calendar year 2002.

For the research universities, at least 60 percent of the funds appropriated must be used to support the academic disciplines of engineering, technology, computer science, health sciences, life sciences, mathematics, or physical sciences – all vital to the new economy.

A third round of money to support the momentum of the "Bucks for Brains" program was recommended by the Council. The program would be funded in the 2002-04 biennium through state bonds. But the lack of an enacted biennial budget prevents the state from providing additional funds.

Kentucky is using the funds to attract to Kentucky internationally known researchers such as:

- Dr. Bradley Anderson, University of Kentucky. He brought with him more than \$1 million in funding from the National Institutes of Health and the pharmaceutical industry. Holder of six patents, he researches innovative treatments of AIDS and cancer.
- Dr. Henry Gordon Dietz, University of Kentucky. His research focuses on creating technology that makes multiple computers work better together. The goal is to improve computer system performance in order to reduce costs.
- Dr. Suzanne T. Ildstad, University of Louisville. She is known nationally for her efforts to increase patients' tolerance for organ transplants and to improve treatment for sickle-cell anemia. When she came to Kentucky in 1999, she brought with her six faculty members, 30 staff, and \$10 million in federal research grants.
- Dr. Tom Mueller, University of Kentucky. His research focuses on precision agriculture. Using satellite technology, Dr. Mueller studies soil fertility levels and structure. The goal is

to allow Kentucky's farmers to get better yields in crop production. Dr. Mueller is also involved in the Earth Science Applications Directorate at the National Aeronautic and Space Administration. This project analyzes the effects of natural and human-induced change on the world's environment.

- Dr. Sabire Ozcan, University of Kentucky. Trained at Heinrich-Heine University in Germany, Dr. Ozcan is pursuing research on the cause of diabetes in order to develop strategies for the treatment and prevention of the disease. Ten percent of women and 13 percent of men in Kentucky have diabetes, well above the national average of 6 percent.
- Dr. Mark Rothstein, University of Louisville. He is the director of the university's Institute of Bioethics, Health & Law. Dr. Rothstein's presence in Kentucky is especially important as Kentucky pursues economic opportunities in the life sciences. His internationally recognized work in bioethics can help us deal with the difficult questions surrounding research in this area.
- Daniel Sessler, University of Louisville. When Dr. Sessler came to Kentucky in 2001 from the University of California – San Francisco, he brought with him the headquarters of Outcomes Research, an international collaboration of 70 investigators from 10 countries. Outcomes Research conducts clinical research into treatments that help patients suffer less pain or leave hospitals earlier. It has earned over \$4 million in research grants.
- Dr. Scott R. Whittemore, University of Louisville. He leads the university's effort to find better treatments for spinal cord injuries by repairing damaged spinal tissue and using other surgical techniques. This work is supported by an \$8.5 million grant from the National Institutes of Health's Center of Biomedical Research Excellence.

## **ORGANIZATIONS CREATED BY THE POSTSECONDARY EDUCATION IMPROVEMENT ACT OF 1997**

### **The Kentucky Community and Technical College System**

The Kentucky Community and Technical College System continued its remarkable growth, increasing credit enrollment to 67,813 in fall 2002 from 63,120 the previous year. This is a 7.4 percent increase. Since 1998, enrollment has surged nearly 50 percent. Much of the enrollment growth came in distance learning – nearly 10,000 KCTCS students took courses on-line in fall 2002. Also, enrollment of secondary students in college courses grew rapidly, nearing 9,000 students.

Increased access through new facilities also contributed to the enrollment increase – KCTCS opened new facilities in 2002 in Shelbyville, Danville, Cynthiana, Elizabethtown, and Glasgow. The last two facilities are regional postsecondary education centers shared with Western Kentucky University. Not only are colleges enrolling more students, they are producing more graduates. More than 6,000 students received credentials in spring 2002, up 15 percent from spring 2001.

Since 1997, KCTCS has established 710 new programs that result in certificates, diplomas, and associate degrees. KCTCS colleges are improving service to students, employers, and communities by consolidating neighboring community and technical colleges and pursuing single accreditation under the Southern Association of Colleges and Schools. Colleges have fully consolidated in the Owensboro, Somerset, Hazard, Southeast, and Madisonville districts, and all other districts are moving in that direction. The college in the Northern Kentucky District became Gateway Community and Technical College to reflect its conversion to a comprehensive college.

The System announced the establishment of ACT Centers at five locations - Central Kentucky Technical College (Lexington), Jefferson Community College (Louisville), Bowling Green Technical College, and Gateway Community and Technical College (Highland Heights). A fifth, virtual center is housed at the KCTCS System Office in Lexington. These centers provide state-of-the-art testing and training programs for businesses, individuals and organizations.

This fall, KCTCS and the Kentucky Virtual University announced a partnership to provide as many as 400 students enrolled in West Virginia community and technical colleges access to Kentucky's distance learning courses.

In Fiscal Year 2002, KCTCS and its colleges and foundations raised more than \$8 million in private support. Somerset and Madisonville Community Colleges earned top-15 national rankings for the level of charitable support they receive. In addition, KCTCS received more than 275 awards for Sponsored Projects amounting to \$40 million.

KCTCS honored the 28 members of the System's first All-Academic Team. Team members were chosen based on a rigorous selection process that focuses on academic performance.



KCTCS acquired a new Web domain: <http://www.kctcs.edu>. The change from .net to .edu signified the place of the System as Kentucky's ninth postsecondary institution.

The System has made a strong commitment to diversity programs, defining a process that sets objectives and monitors strategies for achieving the objectives.

### **The Kentucky Virtual University**

Enrollment in the Kentucky Virtual University has increased from 5,867 learners in fall 2001 to 9,732 learners in fall 2002. This is a 66% increase. Much of the increased enrollment comes from the continued growth in Web-based instruction in the Kentucky Community and Technical College System. The other source of strong growth is KYVAE.org, a joint effort between the Department for Adult Education and Literacy and the KYVU. This Website provides Kentucky's adult learners with on-line curricula and adult education instructors with professional development opportunities. The Website is: <http://www.kyvae.org>.

Other facts about the virtual university:

- The average age of a KYVU learner is 34.
- More than 70% are female.
- KYVU's learners are from all 120 Kentucky counties, 37 other states, and six other countries (Bahrain, China, Egypt, Honduras, Japan, Taiwan).
- The ten Kentucky counties with the most KYVU learners are: Jefferson, Pike, McCracken, Fayette, Daviess, Hardin, Mason, Floyd, Harlan, and Graves.
- There are 34 for-credit programs offered through the KYVU, ranging from certificates to masters, and 21 not-for-credit professional development and workforce training modules.

The KYVU is working closely with the Education Professional Standards Board to launch KyEducators.org. This site will provide professional development online to Kentucky's P-12 teachers, principals, and superintendents. The KYVU also is working with the Cabinet for Health Services to create Web-based training for several much-needed healthcare occupations in Kentucky, and is talking with the Cabinet for Families and Children about providing similar professional development services. The KYVU is also part of the planning initiative led by the Governmental Services Center and the Governor's Office for Technology to expand Web-based training across all Kentucky state agencies.

In September, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education awarded the KYVU a \$400,000 three-year grant to expand its call center. The KYVU will work with the Kentucky Virtual High School, the Kentucky Higher Education Assistance Authority, the DAEL, and the KCTCS in the initial stage of this project.

This year, the KYVU was recognized for its innovative activity by the Pew Charitable Trust-funded Center for Academic Transformation and the Southern Regional Education Board.

## **The Kentucky Virtual Library**

In Fiscal Year 2002, the Kentucky Virtual Library handled 5,179,676 searches of its 46 licensed electronic databases. It now serves over 800,000 searches a month. KYVL is an invaluable tool in providing all Kentuckians with access to extensive information. In addition to its 32 licensed databases, the KYVL houses 5,000 full-text journals and 25 library catalogs. It also provides tutorials and training that enable Kentuckians to find and use these and the other online materials they need.

This year, the federal Institute for Museum and Library Services awarded the KYVL and the University of Kentucky Library a two-year, \$210,237 grant to create a digital collection of 950 Kentucky historical volumes from microfilm. The Florida Panhandle Library Network and the Colorado Library Network also recognized the KYVL this year.

## **INITIATIVES OF THE 2000 KENTUCKY GENERAL ASSEMBLY**

### **Adult Education**

The 2000 General Assembly approved legislation (Senate Bill 1) to improve and expand education for the nearly 1 million Kentuckians – 40 percent of the working-age population – who do not have the basic skills necessary for economic success. Under the legislation, the Council works closely with the Cabinet for Workforce Development and its Department for Adult Education and Literacy. Cheryl King, department commissioner, is an associate vice president at the Council.

Facts about adult education reform in Kentucky:

- In 2001-02, adult education programs enrolled 86,413 Kentuckians, up from 51,000 enrolled in 1999-2000. This is a 69% increase. Over 90,000 are expected to enroll in 2002-03 and 100,000 in 2003-04.
- According to the 2000 Census, Kentucky now ranks 35<sup>th</sup> in the percentage of adults ages 25 – 34 with a high school credential. In 1990, the Census ranked Kentucky 46<sup>th</sup> on this measure.
- In 2001-02, 22,000 Kentuckians enrolled in workplace education.
- Family literacy enrollment more than doubled to 2,800 families and is now available in all 120 Kentucky counties, up from 86 counties in Fiscal Year 2000-01.

The partnership of the Department for Adult Education and Literacy and the Council on Postsecondary is working. Adult education programs are creating new avenues for reaching adult learners in the workplace. The Department for Adult Education and Literacy works with businesses to conduct onsite programs to improve employee's basic reading, math and communications skills. Programs are now on-line. The Kentucky Virtual Adult Education web site, [www.kyvae.org](http://www.kyvae.org), is the first of its kind in the nation, allowing adults to learn any place, any time, at their convenience.

These efforts are attracting national attention. Kentucky is one of only four states to receive Workforce Investment Act Incentive Funds two consecutive years, resulting in an additional \$1.3 million in funding in 2002 alone. The review by the U.S. Department of Education's Office of Vocational and Adult Education in May indicated Kentucky meets or exceeds federal performance standards and program measures as outlined in WIA Title II.

The USDOE is also crafting a new vision for adult education in preparation for the upcoming WIA Reauthorization next year. They are looking to Kentucky as a national leader, particularly in the areas of program delivery and accountability. Assistant Education Secretary Carol D'Amico has asked Cheryl King to serve on a small advisory team over the next several months because of Kentucky's unique perspective on how adult education links to K-12 education, postsecondary education and workforce training.

Success of the effort to provide more and better adult education is being gauged by answering these questions:

1. Are more Kentuckians participating in adult education programs?
2. Are these adult learners meeting education goals?
3. Are more adult learners advancing on to postsecondary education?
4. Are more adult learners being prepared for the continually changing workplace?
5. Are Kentucky's communities and economy benefiting?

## The Knowledge-Based Economy

The *Kentucky Innovation Act* (House Bill 572 of the 2000 Session) created the Kentucky Innovation Commission and the Office for the New Economy to provide policy leadership for Kentucky's effort to compete successfully in the knowledge-based economy. The Council on Postsecondary Education, the Cabinet for Economic Development, and the Kentucky Science and Technology Corporation also are key players. House Bill 525 from the 2002 Session amended the *Kentucky Innovation Act* to require, among other things, an annual report from the Council on its knowledge-based economy activities.

The *Kentucky Innovation Act* gave the Council policy leadership for four programs:

- **The Research and Development Voucher Program** is a \$3 million investment fund that enables small and medium-sized Kentucky-based firms to undertake research and development partnerships with researchers on Kentucky's campuses. Investments are being made in technology refinement, the creation of product prototypes, and the development of products for marketing. Nine projects were funded during the 2002 fiscal year, for a total of \$899,667.
- **The Rural Innovation Program** is a \$1 million investment fund that assists small, rural, Kentucky-based firms as they undertake research and development. Funds must be used in partnership with a university or an appropriate third party. Investments are being made in proof of concept development and early stage prototyping. Thirteen awards totaling \$165,000 were dispersed in Fiscal Year 2002.
- **The Commercialization Fund** has \$750,000 to assist university faculty in translating their research into marketable products. Seven projects were funded in Fiscal Year 2002, for a total of \$477,593.
- **The Regional Technology Corporations** were created to assist the development of "knowledge-based clusters," primarily in rural areas of Kentucky. These clusters are made up of public and private organizations, businesses, and comprehensive universities and other postsecondary institutions. The Regional Technology Corporations were repealed in 2002 and recreated as satellites to the Innovation and Commercialization Centers, managed by the Office for the New Economy. Six ICCs will bring together individuals from the business sector, universities, the Kentucky Community and Technical College System, local communities, and state government to create and expand knowledge-based companies. Fourteen satellite centers are attached to the ICCs and will serve the needs of rural areas. The

ICCs and their satellites identify areas of the economy where Kentucky has comparative advantages and provide support for growth in those industries. This work strengthens existing businesses and helps recruit new ones through the development of supplier chains, the creation of workforce training programs and services, and the identification of public and private resources.

Other activities designed to help Kentucky compete successfully in the knowledge-based economy include:

- The Council staff assisted with research and writing Commissioner for the New Economy Bill Brundage's statewide strategic plan for the knowledge-based economy. The plan recognizes Kentucky's current position in the knowledge-based economy and identifies areas where Kentucky can gain a competitive edge within a decade.
- The Role Model Program is a partnership involving the Council, Kentucky's public universities, the Governor's Office, and the Office for the New Economy. It uses university athletic coaches and players to introduce scientists, engineers, and entrepreneurs to the public. The goal is to encourage elementary, middle, and high school student interest in these fields.
- The Council was part of Kentucky's trade delegation to the Biotechnology Industry Organization's (BIO) 2002 conference in Toronto, Ontario. The Council worked closely with the University of Kentucky, the University of Louisville, Western Kentucky University, the Governor's Office for Agricultural Policy, the Office for the New Economy, Greater Louisville Inc., Lexington United, and Kentucky Life Sciences Organization. At BIO 2002, members of Kentucky's delegation met with leading entrepreneurs, senior managers, scientists, and venture capitalists in the life sciences. Governor Paul Patton led a trade mission that included former UK Board Chair Billy Joe Miles, UK President Lee Todd, State Budget Director Jim Ramsey, and research directors, deans, and faculty from UK, UofL, and WKU to promote Kentucky's life science research and industry to the world market. The Council staff is on the planning team for BIO 2003 in Washington, DC.
- The Council, the Governor's Office, the Kentucky Department of Education, and local and industrial leaders provided support for the Intel International Science and Engineering Fair May 12-18, 2002, in Louisville. This was the 53<sup>rd</sup> annual high school student math, science, and engineering competition. This "Olympics of science fairs" is a world-class event with 1,238 national and international student finalists competing for over \$4 million in prizes and scholarships. Fifteen percent of the projects were already patented or had patents pending when the students arrived in Louisville.

Faculty and staff of Kentucky's colleges and universities - including Bucks for Brains researchers - served as judges. University staff and students served as interpreters, technicians, and special event coordinators.

Kentucky's colleges and universities offered 60 scholarships worth over \$1.7 million in the 14 academic areas of competition. Graduate scholarships were awarded for the first time in the history of the fair. The University of Kentucky awarded graduate scholarships and

fellowships, and the University of Louisville offered two M.D./Ph.D. scholarships that include annual stipends.

## **ACADEMIC INITIATIVES**

### **Engineering Education**

Kentucky's ability to compete in the knowledge-based economy depends on the production of engineers and scientists. In response to the need for more engineers, the Council approved in July 2000 the "Strategy for Statewide Engineering Education in Kentucky." The strategy calls for creation of joint engineering programs providing the education needed for Kentuckians to excel in the knowledge-based economy. This plan includes initiatives to recruit, mentor, and place women and minorities in engineering programs.

Kentucky's statewide engineering strategy eventually will integrate secondary, baccalaureate, and post-baccalaureate programs. It will involve secondary schools, the Kentucky Community and Technical College System, the comprehensive universities, the research universities, the independent colleges and universities, and the Kentucky Virtual University.

However, since the strategy was adopted, the principal focus has been to develop four joint engineering programs. The University of Kentucky and Western Kentucky University now offer degrees in mechanical and civil engineering, the University of Louisville and WKU offer a degree in chemical engineering, and UofL and Murray State University offer a degree in electrical and telecommunications engineering. Implementing a fifth program in environmental engineering between UK and MuSU has been delayed until additional funding is secured. There are almost 300 students enrolled in these programs statewide.

The primary threat to fully implementing the engineering strategy is the lack of recurring funding. The Council and the institutions funded the first year of the joint programs from internal reallocation and non-recurring sources, and the Council agreed in July 2000 and again in October 2001 to seek recurring state General Funds. The Council's 2002-04 budget recommendations included \$3 million in recurring funds. The Governor's Executive Spending Plan includes \$1 million in non-recurring funds.

The institutions and the Council will continue to seek recurring funds and will continue implementation of the engineering strategy for the next two years with non-recurring funds. However, institutions have said they cannot continue to offer joint programs if they must depend on non-recurring funds. If the joint degrees cannot be supported with recurring funds by 2004, the institutions have indicated the programs cannot be continued in their current form.

## **P-16**

The advisory P-16 Council (preschool through college) began in 1999, composed of members of the State Board of Education and the Council on Postsecondary Education. In order to better integrate all of Kentucky's education sectors, the P-16 Council later expanded to include representatives of the Education Professional Standards Board (the agency that certifies P-12 teachers), the Governor's Office on Early Childhood Development, and the Workforce Development Cabinet (the agency that administers adult education).

The P-16 Council supports efforts to improve teacher preparation and professional development, align college and high school curricula, and raise the college going rate through initiatives such as:

- Standards for college readiness in writing and math to reduce the large proportion of first-year college students in Kentucky who need remedial assistance. Teams of high school and postsecondary educators developed the standards. The Board of Education and the Council on Postsecondary Education are discussing the standards and recommendations to decide the next steps toward implementation.
- The creation of a single rigorous curriculum for all high school students. The P-16 Council directed the staffs of the Department of Education and the Council on Postsecondary Education to develop a single curriculum for consideration. This effort is supported by Kentucky's selection as one of five states to participate in the American Diploma Project. Funded by Achieve, Inc., the Education Trust, the Thomas B. Fordham Foundation, and the National Alliance of Business, the project's goal is to create a model high school curriculum so the high school diploma can be used by colleges and employers in admissions and hiring decisions.
- Stronger professional development for current P-12 teachers that better supports their work. Kentucky's second Teacher Education Summit was held at Centre College April 4-5, 2002. The Council on Postsecondary Education and the Association of Independent Kentucky Colleges and Universities again co-sponsored the meeting. Over 100 faculty members from education departments and the arts and sciences, deans from all public universities and the Kentucky Community and Technical College System, and representatives of the independent institutions attended. The meeting also included participation from the Education Professional Standards Board, the Kentucky Department of Education, the Prichard Committee for Academic Excellence, and the Partnership for Kentucky Schools. Participants developed institutional plans to implement recommendations for improving teacher education developed at the first summit. Discussion also focused on teacher shortages, especially in special education; preparation of future and current teachers to address student reading problems at all levels; and preparation of principals and superintendents. A third summit is planned for 2003 to assess progress made by institutions in meeting their stated goals.
- The creation of local P-16 councils. The Council on Postsecondary Education has allocated \$100,000 to provide support for these local initiatives involving two- and four-year colleges, school district representatives, and other policy leaders who come together to discuss a variety of issues, including high school students' preparation for college. Last year, it funded 11 local councils, bringing the total number of local or regional councils to 12. Seven of

these local councils include Go Higher communities that are part of the council's public communication campaign.

The P-16 Council, with input from its local councils, is currently formulating a vision statement, action agenda, and a selection of performance indicators to measure Kentucky's P-16 progress in preparing students for college and work.

### **Academic Program Productivity and Collaboration**

In order to prepare Kentuckians for the 21<sup>st</sup> Century economy, colleges and universities must provide academic programs that are accessible and of high quality. The Council has implemented processes for approving new programs and reviewing the productivity of current programs which ensure that programs are productive, meet state needs, and reflect collaboration across the postsecondary system to increase efficiency and access.

Since the Council began its program productivity reviews in 2000, institutions have indicated they will close 174 programs and significantly change 246 academic programs. This is almost one third of the total number of programs offered at the beginning of the review process.

The Council staff also visited each institution in 2002 to review procedures for approving new programs to insure they are designed to be productive and meet state needs. Since 2000 the institutions have initiated 61 new degree programs. Fifty-eight directly address workforce needs in technology, business, health, childcare, and education areas. In addition KCTCS has implemented numerous short-term certificate and diploma programs directly tied to workforce needs.

With Council support, the number and type of collaborative programs involving multiple institutions are increasing. New collaborative programs have been created between institutions in areas such as engineering, public health, telecommunications, and teacher education.

The Council and the universities and colleges also have worked to create partnerships with other state agencies to more effectively deliver academic programs to meet state needs. These partners include the Kentucky Department of Education, the Education and Professional Standards Board, the Cabinet for Workforce Development, and the Office for the New Economy. Partnerships with the private sector also directly support Kentucky's efforts to raise education levels and participate successfully in the new economy by delivering programs to business and industry across the state. These include the Metropolitan University (the University of Louisville and United Parcel Service), the Metropolitan Education and Training Services (Northern Kentucky University, Delta Airlines, and the Tri-County Economic Development Corporation), the Advanced Science and Technology Communication Center (the University of Kentucky and 11 businesses), and the Downtown Design Center (UK and Lexington and UofL and Louisville).



## **Statewide Transfer Initiatives**

The Council supports system wide transfer initiatives that began in the mid-1990s. The initiatives include a 48-hour general education transfer agreement, baccalaureate transfer frameworks, baccalaureate completion programs, and applied associate degree transfer agreements. These agreements assure that students transferring from a community or technical college to a four-year university, when accepted, do not lose credits and can move easily into four-year academic programs. The frameworks also support transfer between four-year universities. A statewide committee continuously reviews the efficiency of these transfer agreements and their use by students.

The Council coordinated the recent implementation of an online advising tool - the Course Applicability System - to facilitate transfer. With CAS, students and their advisors can use the Internet to see how courses the student has taken at their current institution fulfill degree requirements at other participating institutions. So CAS allows the student to select the best opportunity for transfer. Five public institutions – Eastern Kentucky University, Lexington Community College, Morehead State University, Murray State University, and the University of Kentucky - are currently implementing CAS. The remaining universities are being strongly encouraged to join the system over the next year.

The Council's Go Higher statewide communication campaign to encourage college going will soon create promotional materials and organize workshops across the state with students, faculty, and advising staff at all public and independent postsecondary institutions, focusing on transfer from community and technical colleges to the four-year universities

## **OUTREACH**

### **GEAR UP Kentucky**

The Council, in partnership with the Kentucky Department of Education, is in the third year of its five-year GEAR UP Kentucky federal grant. The grant is designed to prepare children from low-income families for postsecondary education. Also involving the Kentucky Higher Education Assistance Authority, the public and independent postsecondary institutions, local schools, community organizations, and businesses, GEAR UP Kentucky will generate \$10.5 million in state matching funds for another \$10.5 million in federal funds to support students in some of Kentucky's poorest schools.

Today, the grant is meeting the needs of more than 14,000 middle and high school students. More than 20,000 students will benefit when it is fully implemented. During its first three years GEAR UP Kentucky has:

- Partnered with Toyota to help teachers and principals better coordinate programs targeted at eliminating achievement gaps for low-income students.
- Brought thousands of middle-school students to college campuses to learn about college programs and explore career options with employers.
- Partnered with the Prichard Committee in providing parent education to create family support for students' college going.
- Provided online resources and teacher professional development to give students high quality instruction in math and other areas important to high school and college success.

Students directly benefit from special mentoring and after-school enrichment programs. GEAR UP also is working to ensure that every GEAR UP student who graduates from high school will have the financial aid they need to attend college.

### **Public Communications Campaign**

In 2002, the Council allocated funds to continue the Go Higher public communication campaign. Started in 2000, the campaign is a media and grassroots effort to raise the education levels of Kentuckians. Approximately half of the budget will be used for multi-media advertising targeted at adults who need a GED or basic skills training, as well as adolescents at risk of dropping out of school or not going to college. Advertising has raised awareness of the importance of postsecondary education for the success of all Kentuckians. Much of the funding for the campaign comes from the Department for Adult Education.

The Go Higher community initiative, designed to galvanize support for local education reform, has expanded to five new communities this year, bringing the total to 15. The five new communities are: (1) Daviess County, (2) Henderson County, (3) Cumberland, Monroe, and Clinton Counties, (4) Pike County, and (5) Whitley County. They join Boyd, Fayette, Hardin, Hopkins, Jefferson, McCracken, Perry, Pulaski, Warren, Boone, Campbell, and Kenton Counties.

Many communities have included surrounding counties and partners in their Go Higher programs.

Go Higher Communities receive added funding and support to form a local P-16 council that includes education, business, and civic leaders, conduct an assessment of education needs, and meet the most pressing education issues facing the community.

The following activities also will be supported by the campaign:

- Statewide activities to encourage associate degree completers to “Go Higher” and transfer to a four-year university.
- Four college and career expos for low-income middle school students participating in GEAR UP Kentucky. The expos are held on college campuses to motivate these students to plan and prepare for college.
- Work with Kentucky employers to promote workforce education opportunities and incentives for work place education offered by the state.

Kentucky’s public communications campaign has won two national awards for excellence in public relations work. One is from the Worldcom Public Relations Group, an international network of independent public relations firms. The other is from the Public Relations Society of America and the International Association of Business Communicators.

### **Institute for Effective Governance**

Each year, the Council hosts the Governor’s Annual Conference on Postsecondary Education Trusteeship. This conference brings together the members of the governing boards of Kentucky’s colleges and universities, institutional presidents and staffs, and members of the Council. This year’s conference focused on issues of financial management.

The 2002 conference included the launch of the Kentucky Institute for Effective Governance. The purpose of the Institute is to provide professional development for members of the governing boards of Kentucky’s universities, the Kentucky Community and Technical College System, the Council, and independent institutions that choose to participate.

At the 2001 Trusteeship Conference, Governor Patton asked the Council and the Prichard Committee for Academic Excellence to jointly manage the Institute. An oversight committee has been appointed to advise the executive director of the Prichard Committee and the president of the Council, who serve as the Institute’s co-directors. The committee consists of one public institution president, one independent institution president, one current Council member, one current Prichard Committee member, one past Council member, one past board member from a public institution, and one past board member from an independent institution. The Council provides staff and administrative support.

The Institute will continue to use the annual Trusteeship Conference to provide a forum for postsecondary board members across Kentucky to discuss issues of statewide importance. The Institute also will offer new board and Council members a comprehensive orientation session about topics such as:

- General expectations of board members.
- Facts and figures relevant to postsecondary education in Kentucky.
- The strategic agenda for postsecondary reform.
- Legal and ethical issues.
- The relationship of the board with its president.
- The role of the Council on Postsecondary Education.
- State financing of postsecondary education.
- Performance indicators for the postsecondary system.

The Institute will offer an additional yearly seminar on topics of statewide importance. The Institute also will work with boards on topics specific to their individual board development, such as:

- Board self-assessment.
- Presidential evaluation.
- Board-president relationships.
- Board structure, board decision-making.
- Team building skills.

## **Conferences**

As part of its role as a catalyst and partner for change and improvement, the Council worked with the postsecondary institutions and others on a variety of conferences around the Commonwealth during 2001.

In addition to its annual Trusteeship Conference and its participation in the Intel Science and Engineering Fair and BIO 2002, the Council helped organize statewide meetings on teacher quality, faculty development, Title IV financing, and issues of on-line copyright and compliance with the Americans with Disabilities Act and Section 508 of the federal Rehabilitation Act.

The Council also participates in the Literacy Partnership, which organized the Governor's Literacy Summit, June 21, 2002. And in cooperation with the National Survey of Student Engagement, the Council organized a statewide roundtable to discuss effective educational practices at the postsecondary level.

## EQUAL OPPORTUNITIES

*The Kentucky Plan 1997-2002* is the third stage of desegregation and equal opportunity planning that began in 1982. The plan requires tracking African American students in undergraduate and graduate enrollments, retention of freshmen and all undergraduates, bachelor's degrees conferred, and employment of faculty and staff. Under *The Kentucky Plan* an institution's eligibility to submit proposals for new academic programs is tied to its progress toward achieving equal-opportunity objectives.

In 2000, the Council entered into a partnership with the Office for Civil Rights of the U.S. Department of Education to bring Kentucky into full compliance with Title VI of the 1964 Civil Rights Act and standards established in the U.S. Supreme Court decision in U.S. v. Fordice. The agreement is scheduled to end December 31, 2002. However, Kentucky has not completed all of the commitments and may be asked to continue under the agreement until the commitments are completed. The OCR indicated in its most recent communication that a majority of the commitments have been completed. The OCR likely will not release Kentucky from the partnership agreement until the commitment to renovate Hathaway Hall (state money) and Young Hall dormitory (agency bonds) are authorized and funded.

Statewide equal opportunity activities in 2002 included:

- A statewide conference of the Governor's Minority Student College Preparation Program, which serves approximately 200 middle and junior high school students from across the Commonwealth.
- The 15<sup>th</sup> Annual Academically Proficient African American High School Junior and Senior Conference which served approximately 200 students, parents, and college representatives.
- A one-day teacher preparation workshop.
- The Southern Regional Education Board's Institute for Teaching and Mentoring.